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of suggestive comparisons with conditions in other countries. Granting their deficiency as news-gathering agencies, we must concede that German newspapers also lack some of the most glaring faults of modern journalism, the craving for sensational revelations, the commercializing of journalistic ideals and editorial pens, the garbling of truth for the sake of what is called a good story, the tendency to absorb the public interest to the exclusion of more serious, scientific, or literary publications.

The author's decision to omit all references to sources of information, detracts from the authoritative impression upon the thoughtful reader, and the absence of a bibliography will no doubt be regretted by teachers and students. Nevertheless, they may turn to "Germany between Two Wars" with confidence as a work of high merit.

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The Spanish American Reader, by Ernesto Nelson. D. C. Heath and Co., 1916. xiii + 367 pp., \$1.25.

Short Stories for Oral Spanish, by Anna Woods Ballard and Charles O. Stewart. Charles Scribner's Sons, 1916. xi + 115 pp., 80 cents.

Mr. Ernesto Nelson's Reader fulfils a desire long felt and often expressed by teachers of Spanish for a text book containing reliable reading material concerning Latin America. The editor, who is a prominent educator of the Argentine Republic, has an intimate knowledge of South and Central America, and by virtue of his residence in this country, is able to emphasize those features which will prove most profitable and interesting to a North American audience. The text covers a wide range of topics such as Spanish American industries, geography, institutions, customs, statesmen and literature, concluding with an eloquent presentation of *el ideal americano*. The first part is written in dialogue form by Mr. Nelson, and the remainder of the book is made up of extracts from Latin American and Spanish writers.

Generally speaking, the foot-notes have been made with good judgment although some teachers will probably feel that certain phrases should have been explained while the translation of others was unnecessary. The "variant" expressions included in the foot-notes are particularly commendable from the standpoint of teaching syntax and of enlarging the vocabulary. The proof reading has been done with care, and the few misprints, such as *Ticino* for *Ficino* (p. 303) are readily recognized and easily corrected.

The editor assumes that students will be acquainted with "the rudimentary principles of Spanish grammatical construction" and with the vocabulary of "simple everyday speech" before attempting to use this book. He, therefore, omits from the vocabulary such words as the student might reasonably be expected to know. I believe that many teachers would like to see texts for the work of the third year, and this book could hardly be used to advantage

before that stage, edited without a special vocabulary, thus forcing students to learn to handle a dictionary, as the editor suggests, but an attempted compromise by which certain common words are included in a special vocabulary while other of relatively infrequent use are omitted, can not fail to prove vexatious. We have no right to assume that students, even of the third year, are acquainted with words such as *papel de forro*, *balde*, *hélice*, *gramíneas*, *antaño*, *savia*, *pomarrosas*, *empero* and *eximio*, to mention only a few of the words not included in the vocabulary. In my judgment, the editor should have omitted the vocabulary and placed in the notes all words not found in the average dictionary, or should have given us a complete glossary of all but the most common words.

This criticism is intended merely as a suggestion. I have derived too much pleasure and profit from the book to wish to discourage others from having the same experience. The important thing is that we have a well-written book containing a vast amount of interesting information concerning Spanish America, presented in a dignified manner, which will prove profitable to teachers as well as to students of Spanish. Advance announcements of publishers lead us to believe that *The Spanish American Reader* will be followed by others dealing with similar material. Let us hope that this volume and other books of the same type will encourage our students of Spanish to feel that keen sense of relationship to their Latin American cousins, for which Mr. Nelson eloquently pleads in his Foreword.

The purpose of the editors of the little volume entitled *Short Stories for Oral Spanish* is to provide simple reading material as a basis for class-room conversation, oral reproduction, free composition and dramatization. The selections consist of short fables and anecdotes, each of which is accompanied by questions in Spanish on the text and other devices by which pupils may secure oral practice.

While the aim of the book and the method indicated for its proper use in class are highly commendable, it is to be regretted that the stories are not more peculiarly Spanish in subject matter. Owing perhaps to a desire to simplify the material as much as possible, the editors have frequently employed phrases which cannot be regarded as usual idiomatic Spanish. A number of grammatical slips also occur. *A esta vista*, p. 8, should be *Al ver esto*; *tomando todo el dinero lo volvió a la casa de su vecino*, p. 17, should read *lo llevó*, etc.; the phrase *apenas el emperador había regresado*, p. 23, should read *apenas hubo regresado*; *mientras estarán Vds. unidos*, p. 30, should be *mientras estén Vds.*; *nuestros cuidados tienen que estar pagados*, p. 40, should be *tienen que ser pagados*; *se fué ayudar*, p. 47, should be *se fué a ayudar* and *trás de ellos*, p. 50, should be *detrás de ellos* or *en pos de ellos*. The phrase *después de La Fontaine*, p. 17, in the sense "adapted from," is incorrect. In the questions, *¿Dónde?* should be written *¿A dónde?* when qualifying a verb of motion; the phrase, *¿Cómo muestra Federico?* p. 8, should be *¿Cómo prueba Federico?*; the preposition *en* should be used for *a* in the question, *¿Qué hace ella a la escuela?* p. 15, and *¿Cuál?* should be used instead of *¿Qué?* in the oft-repeated question, *¿Qué es el infinitivo de . . .?* *Le* for *les* in the question *¿Le gustan*

a *Vds. los lobos?* p. 29, and *pueda* for *puede* in the phrase *¿Qué pueda ponerla de este modo fuera de sí?*, p. 48, may be attributed to over hasty proof reading. The statement made in the vocabulary that *hé*, in the phrase *hé aquí*, is the third singular of the present indicative of *haber*, must also be regarded as an unfortunate slip. There are also a number of misprints in the text. *¿Por qué?* is consistently printed *¿Porqué?* and there is no good reason why the preposition *a* should have the written accent; *Resurrección* should read *Resurrección*, p. 7; *puesis* frequently printed as *pués*; *cambia*, p. 23, and *encomian*, p. 35, should be *cambia* and *encomian*, and *cuanto* in the phrase *¡Cuánta lentitud en todo cuanto haces!*, p. 24, should be written without accent.

The omissions in the vocabulary are too numerous to mention, and there seems to be little relationship between the meaning of the words listed and the sense in which they are employed. A pupil wishing to translate the phrase, *La navaja tiene varias hojas*, p. 4, will find in the vocabulary that *hoja* means "leaf" and *vario*, "various, different." *Cordel* is given as "fine cord" to translate the phrase *cordel de pescar*, and we find for *cebo* only the meaning "food for animals," when its meaning as "bait" is obvious. The verb *poner* is listed with the meanings, "to place, to put," yet we read on page 43 of a hen that *ponía un huevo cada día*. *Pollo* is listed only as "chick." The translation which a pupil might easily make in good faith of the phrase, *la criada sirvió dos pollos*, might relieve the monotony of a recitation. Reflexive verbs, even when they have a special meaning as reflexives, are frequently omitted in the vocabulary. We find *ir* with the meaning "to go," yet on page 50, we find it used with the meaning "to suit, to be becoming," and *irse*, which is frequently occurs in the text, is not listed. The editors apparently assume that students using the book should have acquired the fundamentals of grammar, inasmuch as there are only nine notes and the stems of irregular verbs are not included in the glossary. Notwithstanding this assumption, it would seem advisable to translate, or better still, explain phrases such as *dar un paseo*, *¿Qué se ponen a hacer los otros muchachos?*; *a todo correr*; *¿Cómo te parece?* (Vocab. *parecer*, to seem, to appear); *dar memorias* (Vocab. *memoria*, memory); *hacer poco*; *se quedó dormido*; *¿Qué se le ofrece?* (Vocab. *ofrecer*, to offer), to mention only a few expressions which would puzzle a pupil who had not progressed very far in his study of Spanish.

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